DOCUMENT RESUME

ED 287 057 CE 048 580

TITLE	New Jersey State Sex Equity Leadership Council. Final Report October 1986-June 1987.
INSTITUTION	Bergen County Vocational-Technical High School, Hackensack, N.J.
SPONS AGENCY	New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
PUB DATE	Jun 87
NOTE	31p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Leadership Training; Nontraditional Occupations; Postsecondary Education; School Holding Power; *Sex Fairness; *Statewide Planning; Student Recruitment; *Teacher Workshops; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS	*New Jersey

ABSTRACT

The New Jersey Sex Equity Leadership Council was designed to serve as a model leadership identification and training program. The primary objectives of the council were to develop a cadre of trained personnel within the state's vocational system and to increase student recruitment and retention in nontraditional curricula within individual vocational programs. Of the 20 school districts invited to participate in the council, 3 declined to do so. The council met three times during the year. The agenda for the first meeting included the following topics: the goals of the council, an historical and social overview of sexism and sex stereotyping, and sex equity issues as they relate to vocational education. The second meeting dealt with the concept of change and the role of change agents, the characteristics of effective leadership, and systems used in the vocational programs represented on the council to recruit and retain students in nontraditional vocational programs. At the third and final meeting, the characteristics of nontraditional programs and the role of change agents were reviewed, council members were allowed to exchange information on their plans to improve their currently existing student recruitment and retention programs, and information on funding resources and resources available within the New Jersey State Department of Vocational Education was provided. Appendixes include a council membership list and the sex fairness checklists, information sheets, and guidelines distributed at the meetings. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

NJ8799021

03-0290-SEE-760

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

NEW JERSEY STATE SEX EQUITY LEADERSHIP COUNCIL

FINAL REPORT
OCTOBER 1986 - JUNE 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED287057

INTRODUCTION

Project SEC was designed to be a model Leadership Identification and Training Program. The program had a two-fold purpose: to develop a cadre of trained personnel within the state's vocational system, and to increase recruitment and retention in non-traditional curricula within each system. The training provided for the Council membership included both sex equity training and leadership skills. The Council met three times during the year.

RECRUITMENT

The formation of the New Jersey Sex Equity Leadership Council began with recruitment into the Council. An introductory letter was sent to the twenty Superintendents of the statewide Vocational districts to enlist their support and to ask their participation in the project by appointing a staff person to the Council. (Letter attached)

Follow-up calls were made with the object of further encouraging participation and clarifying any questions which the Superintendents had. Almost all of the Superintendents wanted to be involved in the project and felt the need and desire for training and information. The major difficulty was the original plan for five meetings. Eleven of the seventeen Superintendents who wished to be a part of the Council did not feel they could commit a staff person to attend five day-long meetings; the demands on their time was already significant. While they saw

CE048580

BEST COPY AVAILABLE

the need for the Council and wanted to be a part of the project, they admitted that currently sex equity issues do not have priority. Of the twenty districts, three did not wish to participate in the project: Warren, Monmouth; and Middlesex. (Membership list attached)

On the basis of this information, it was decided that the Council would meet three times during the first year of the project: January 29; March 19; and May 21. A letter was sent to the designated Council members, congratulating them on their appointments. Members were also sent a Professional Information form and an Informal Checklist which they were requested to return. (Forms attached)

The purpose of the Professional Information sheet was to find out whether the Council members had received sex equity training; whether they had developed or offered training; and to ascertain the extent of their familiarity with Federal and State laws, policies and guidelines. The results of this survey indicated that little sex equity training had been received, almost none had been offered by the potential members, and there was only minimal familiarity with legislation.

IMPLEMENTATION

MEETING 1

During the first months of the project research was conducted to strengthen the goals of the Council. A review of similar projects was conducted, and resource and training materials were read and evaluated. In addition, interviews were conducted with administrators and counselors at Bergen Vocational

School. The information received from these interviews aided in the development of the content and design of the first Council meeting.

The first meeting of the Sex Equity Leadership Council was held in Aberdeen on January 29, 1987 (outline of program attached). Twelve of the seventeen members attended the program which was held from 10:00 a.m. to 3:00 p.m. The goals of the first meeting were:

To describe the goals of SEC

To provide opportunity for participants to examine their own attitudes

To provide historical and social overview and information on sexism, sex stereotyping

To inform participants on sex equity issues as they relate to vocational education

The program was designed to be both didactic and experiential. Participants worked together in the large group as well as in small groups. Interaction and discussion were encouraged. The exercises were designed to help members become aware of the factors, including sexism, which have influenced their own career lives and the uncommon well-intended behaviors which reinforce sex stereotyping. In addition, an historical and social overview of sexism and sex role stereotyping was given. The film "Making Points" was viewed and provided a basis for discussion. Participants completed the MASSIVE, a self-administered survey of sex stereotypes.

The program was designed as a first step toward completion of the SEC goals. That is, by focusing on attitudes, definitions, and a social and historical perspective, the groundwork was laid

for the final goal which was the development of a Recruitment and Retention plan. Resource materials and a homework assignment were given to reinforce the work of the first meeting and to prepare for the second meeting.

An evaluation of the meeting/workshop was conducted. On a scale of 1-5 (5 highest), the workshop materials, activities and climate were all highly rated (all 5 or 4).

When asked to what extent they gained a better understanding of sexism and sex equity issues, participants wrote:

..."I felt I was very aware but the workshop forced me to look at it again."

..."Sexism is a cultural conditioning that must be changed."

Citing the specific ways in which the workshop had personal impact, participants wrote:

..."It made me realize how many occasions stereotyping is used in early life."

..."Strengthened my motivations and assertiveness and increased my desire to be more creative."

..."More aware of how we can influence change."

..."Committment and coordination of sex equity efforts are absolutely necessary."

MEETING 2

The second meeting of the Council was held in Aberdeen on March 19, 1987. (Outline of the program attached) Twelve of the seventeen members attended the program which was held from 9:30 a.m. to 3:00 p.m. The goals of the second meeting were:

To review the goals of SEC

To review MASSIVE and to provide instruction for its use

To introduce the concept of change and the role of the change agent

To introduce the characteristics of effective leadership

To provide an opportunity for participants to give an overview of their systems

The program was designed to help participants understand their role in the development of their Recruitment and Retention Plans. Using the guidelines developed by the SEC staff participants were asked to assess their systems and its vocational equity achievement and to use that assessment as the basis for the design of the Plan. (Guidelines attached) They were also introduced to the process of change and asked to apply the process and its implications to their individual systems.

An evaluation of the meeting was conducted. On a scale of 1-5 (5 highest), the workshop materials, activities and climate were all highly rated (all 5 or 4).

Individual comments included:

..."This made me more aware of the shortcomings of our district."

..."It forced me to reexamine issues - mine and the environment where I work."

..."It's not simple making the time to plan out an approach will be a priority."

..."Preparation of a Plan of Action is a must to affect change."

..."Most useful..understanding my role as a change agent."

..."We are all experiencing very similar problems.

Change comes as slowly as the Ice Age."

..."This has given me enthusiasm to continue."

This meeting was both a continuation of the first meeting and a preview to the last meeting when preliminary plans were to be developed. Resource materials and homework assignments were given to be completed for the last meeting.

MEETING 3

The final meeting of the Council was held on Mary 21, 1987 in Aberdeen. (Outline of program attached) Fourteen members attended the program which was held from 9:30 a.m. to 3:00 p.m. The goals of the final meeting were:

To review characteristics of non-traditional programs

To review the role of the change agent

To provide an opportunity for members to exchange information on plans

To provide information on funding resources

To provide information on resources within the State Department of Vocational Education (Project SERVE, NJVERC)

The final workshop was designed to provide the information and support needed for the development of final Recruitment and Retention Plans.

Using the Guidelines for Vocational Equity Plan, participants detailed their objectives, the supports and barriers, resources needed, timeline and evaluation procedures. (Guideline form attached). Participants were able to provide information and support for each other.

Lynn Gangone, Project SERVE, gave an overview of the project and detailed the ways in which the project could aid in the

implementation of the plans. Caroline Calogero gave a review of the resources available at NJVERC.

Diane Scarangella provided information on public and private funding sources which might be tapped for individual programs.

Participants wrote a memo to Dr. Cooperman in which they urged the Commissioner to promote vocational education as a viable goal option for New Jersey secondary students.

Finally, Elizabeth Stambolian, Equity Coordinator, gave a year-end summary and evaluation of the Project.

An evaluation of the program was conducted on a scale of 1-5 (5 highest). The workshop materials, activities and climate were all highly rated (all 5 or 4).

Individual comments included:

..."This greatly enhanced my understanding and appreciation of the importance of non-traditional plans."

..."The opportunity to compare ideas with members of other vocational districts was of extreme importance."

..."It has enabled me to learn from the formal program and from the participants as well."

..."It has become a challenge for me as I become better informed."

Participants were urged to complete the final plans by June 30.

PROJECT EVALUATION

A summary evaluation of the project was conducted. Aside from the inconvenience of the location of the meetings, the project was favorably evaluated. The ratings on the project

objectives, materials, workshop number and climate were all favorable. (all 5 or 4)

Individual comments included:

..."Greater awareness of my appraisal of students, parents, staff..at the subtle levels of how we influence one another."

..."Many good ideas are already in place; we need to build, capitalize, and advertise our accomplishments; seek new avenues."

..."I have possibilities I have not realized."

..."The system is fighting against any new changes. Students are not encouraged by teachers, administrators, and other personnel to go into non-traditional areas."

..."The system functions very well; some of our staff are a problem."

..."Vocational equity must be an integral part of affirmative action and admissions efforts."

CONCLUSIONS AND RECOMMENDATIONS

The individual comments on all of the evaluations, the high attendance rate, and the willingness to fulfill the assignments, all reflect the personal and institutional effectiveness of the project. They also point the way toward future goals.

The project provided the participants with an opportunity, which many had not had before, to begin to understand the subtle and pervasive force of sexism within the vocational educational system. Additionally, it provided them (and this was not always easy) with an opportunity to examine their own attitudes. The openness and non-judgmental atmosphere during each of the workshops was designed to aid in an honest appraisal of each

person's attitudes as well as to provide an environment for an honest evaluation of each system. It was understood that change will only take place when current status attitude is acknowledged, both for the change agent and the system.

During the meetings, and sometimes between meetings, participants interacted with each other in a supportive way. There was a strong sense of identity among them especially as they shared the needs and barriers within their individual districts.

Each of the participants seemed sincere addressing the issues of vocational equity and recruitment and retention although these issues were clearly not their prime responsibility. In addition to the barriers inherent within their systems (lack of support, faculty attitudes, etc.) a major difficulty was their own time constraints. All of the participants (including Affirmative Action Officers) expressed concern about the limited time available to address vocational equity issues.

Therefore, it seems apparent that there is a need for change agents whose prime responsibility is sex equity to be located within each district. Change is too slow and too difficult for less than fulltime commitment. The person responsible for vocational equity must also be well trained in both sex equity and leadership skills to be totally effective.

Project SEC was a beginning step in a process that should be expanded. A leadership council comprised of Sex Equity Coordinators from each district in the state would more effectively address the issues of vocational equity.

Date:

Name
Title
Address
Address

Dear_____

We are pleased to announce that the New Jersey State Department of Vocational Education has awarded the Career Development Center a grant to develop a state-wide Sex Equity Council. The purpose of the grant and the Council is to increase equal access to vocational education by training a team of educators who will work to transform sex bias and sex stereotyping within our institutions.

Selected representatives from New Jersey's secondary schools will comprise the Council. These representatives will receive vocational equity and leadership training from our project staff and consultants.

The Council is scheduled to meet three times during the school year. Each of the day-long meeting will be held at the New Jersey Vocational Education Center in Aberdeen.

We are writing to request that you select a person from your counseling, teaching or administrative staff to participate in this project. The appointed representative should be someone who is in a position to impact upon your institution.

Through participation in this program your district will contribute significantly to Vocational Education's progress towards educational equity in our state.

We welcome your comments; look forward to hearing from you and meeting with your chosen representative; and we express our appreciation for your cooperation.

Sincerely,

Rena Grasso Ph.D Harriet Lefkowith Ed.D

NEW JERSEY STATE SEX EQUITY LEADERSHIP COUNCIL
MEMBERSHIP LIST

Mr. Charles Mossbrucker
Affirmative Action Officer
Atlantic County Vocational School
Route 40 and 19th Avenue
Mays Landing, N. J. 08330

Mr. Thomas Byrd
Curriculum Coordinator
Camden County Vocational Schools
P. O. Box 566
Berlon-Cross Keys Rd.
Sichlerville, N. J. 08081

Ms. Dorothy Byrne
Guidance Counselor
Cape May County Vocational Schools
Crest Haven Road
Cape May Court House, N.J.08210

Dr. Rayma Pope
Principal
Cumberland County Board of Vocational Education
R. R. #8, Box 45
Bridgeton, N. J. 08302

Mr. Robert Fishbine
Director of Support Services
Essex County Vocational Schools
68 South Harrison St.
East Orange, N. J. 07017

Ms. Margaret Mattioli
Guidance Counselor
Gloucester County Area Vocational-Technical School
Tanyard Rd., Deptford Township
Box 186
Sewell, N. J. 08080

Mr. Joseph Panepinto
Principal
Hudson County Area Vocational-Technical School
8511 Tonnelle Avenue
North Bergen, N. J. 07047

Mr. Roscoe Dabney
Affirmative Action Officer
Mercer County Vocational
1085 Old Trenton Road
Trenton, N. J. 08690

Ms. Linda Stahl
Coordinator of Adult Education
Morris County Vocational-Technical School
400 East Main St.
Denville, N. J. 07834

Mr. Fred Felice
Affirmative Action Officer
Ocean County Vocational Schools
Old Freehold Rd & Bey Lea Rd.
Toms River, N. J. 08753

Ms. Rubye Baker
Affirmative Action Officer
Passaic County Technical-Vocational School
45 Reinhardt Road
Wayne, N. J. 07470

Dr. Charles Lee
Superintendent of Support Services
Salem County Board of Vocational Education
R. D. #2 - Box 350
Woodstown, N. J. 08098

NJSELC MEMBERSHIP LIST

Ms. Marion Lommerin
School Psychologist
Somerset County Vocational Schools
P. O. Box 6350
North Bridge St. & Vogt Drive
Bridgewater, N. J. 08807

Ms. Jane Clark
Affirmative Action Officer
Sussex County Vocational-Technical High School
105 North Church Road
Sparta, N. J. 07871

Mr. Dennis McLelland
Counselor
Union County Vocational Schools
1776 Raritan Rd.
Scotch Plains, N. J. 07076

Mr. Joseph Kovacs
Affirmative Action Officer
Burlington County Vocational Schools
Woodlane Road
Westhampton Township
Mt. Holly, N. J. 08060

December 5, 1986

n
t
add

Dear sal :

Congratulations on your appointment to The New Jersey State Sex Equity Leadership Council. We look forward to meeting with you to begin the important work of The Council.

As you know, the purpose of The Council is to convene a selected group of key vocational personnel who will become knowledgable about sex equity issues, and capable of making significant progress towards attaining vocational equity.

Specifically, participants will receive guidelines for the design of a multi-year recruitment plan designed to increase numbers of prospective and current students in non-traditional curricula. These suggestions will serve as the basis for the development of individual plans for each vocational school district.

Kindly complete the enclosed Informal Checklist and Personal Inventory forms. Please make copies for yourself and return the forms to us. This material will help us in fulfilling our goal to make each session productive and relevant to your needs.

The first meeting of The Council is scheduled for January 29, 1987 at The New Jersey Vocational Education Center in Aberdeen. The meeting takes place from 10:00 a.m. to 3:00 p.m. with lunch provided. Additional meetings are planned for March 19 and May 21. Enclosed is a map for your convenience.

We look forward to meeting you on January 29, and wish you a Happy and Healthy Holiday and New Year.

Sincerely,

Rena Grasso, Ph.D.
Director

Harriet Lefkowith, Ed.D.
Coordinator

PROFESSIONAL INFORMATION SHEET

Name: _____

Title: _____

Address: _____

_____

Phone: _____

No. of students in district: _____

_____ Males _____ Females

Have you personally received sex equity training? ___ yes ___ no

Please describe: 1) the audience for whom it was presented
2) where and when it was held
3) the length of the program

_____

_____

_____

_____

_____

_____

What was the most valuable outcome for you?

_____

_____

_____

Have you ever developed and offered sex equity training? Describe in detail.

_____

_____

How familiar are you with Federal and State laws, policies and guidelines regarding sex equality? ___ familiar ___ somewhat familiar ___ unfamiliar

What do you hope to gain from being a member of The Sex Equity Council?

_____

_____

_____

Thank you.

INFORMAL CHECKLIST

This quick test has been designed to allow school district personnel an opportunity to quickly assess sex equity in the vocational education program in their district. It is not intended to be all encompassing, but does include many of the main issues that can lead to equal access, programming and transfer of skills in vocational education.

After reading each question, decide upon the answer that most closely represents the situation in your school district. Determine your total score and then turn to the last page to see both how your district rates.

1. Does your school district have on file a self evaluation that assesses compliance with the Title IX requirements? Does this self evaluation include plans for modification and remediation for any areas in the vocational education sequence that do not comply with Title IX?
   - 0 Points if the answer is yes.
   - 3 Points if there is a self evaluation on file, but your district has no plans to use this evaluation to correct equity problems in vocational programs.
   - 5 Points if there is no self evaluation.

2. Do the counselors in your school district use vocational ability and/or vocational interest tests? If so, have they ever been reviewed for sex bias?
   - 0 Points if your counselors always use tests that have been found not to be sex biased, or if they interpret the tests based on both male and female norms to eliminate sex bias.
   - 2 Points if you ask the counselors in your school district and find that they do not know that tests can be evaluated for sex bias.
   - 3 Points if you find that counselors are aware that these tests can be evaluated for sex bias but they "just haven't gotten around to it".
   - 5 Points if you find that counselors are not planning to have the tests evaluated and plan to continue using them as they are now.

3. In the textbook for Auto Mechanics and Office/Clerical Occupations used in your school district, are there any pictures of women working on cars or men doing clerical work?
   - 0 Points if both textbooks represent the sexes equally or if most vocational education teachers have developed programs to counteract the sexism in the textbooks.
   - 3 Points if there are at least a few nontraditional photographs and at least one district teacher has developed a program to counteract the sexism in testbooks.
   - 5 Points if there are no nontraditional photographs and no program to counteract the sexism in the textbooks.

4. In vocational courses in your school district that are over 80% male or female in enrollment, what efforts have been made to ascertain the reason for this?
   - Interview vocational education instructors regarding their perceptions of the reasons for disproportionate enrollment.
   - Interview students of the underrepresented population for their reasons for nonenrollment.
   - Check for sex bias in photographs in publications (such as yearbooks and curriculum guides) in which the students might become aware of courses.
   - Examine text of curriculum guide for signs of sex bias such as "students in clothing construction will make a skirt".
   - Evaluate counseling practices and methods by which the course is recommended to students.

   0 Points if all of the above have been done.
   3 Points if at least 3 of the above have been done.
   5 Points if less than 3 of the above have been done.

5. Have efforts been made to ascertain the reasons for nontraditional students dropping vocational classes?
   0 Points if nontraditional students who drop classes or change their minds about electing these classes are routinely interviewed regarding their reasons for withdrawing to ascertain if any gender inequities are occurring. Plans are made to remediate any problems discovered.
   3 Points if nontraditional student dropouts have been interviewed at least once and some efforts made to decide the reasons for their decisions.
   5 Points if the reasons for nontraditional classes have never been studied.

6. Did your last career program include members of both sexes in a variety of occupational roles?
   0 Points if this was the case.
   3 Points if 1 or 2 persons in nontraditional occupations were included.
   5 Points if no persons in nontraditional occupations were included.

7. When vocational students are placed on co-op or into an internship, is an effort made to obtain statements and assurances of nondiscrimination from potential employers prior to placement?
   0 Points if a statement of nondiscrimination is on file from every business and/or organization employing co-op students or interns.
   3 Points if a statement of nondiscrimination is on file from at least 50% of the businesses and organizations employing co-op students or interns.
   5 Points if no effort has been made to obtain statements of nondiscrimination prior to co-op or internship placements.

8. Does your school district ever give awards or scholarships for further studies in a vocational area? Are these scholarships ever awarded to students in a nontraditional subject for their gender?
   0 Points if an award or scholarship for further studies in a vocational area has been awarded to a student in a nontraditional subject matter for their gender in the past two years.
   3 Points if an award or scholarship for further studies in a vocational area has been awarded to a student in a nontraditional subject matter for their gender in the past five years.
   5 Points if these awards and scholarships are being awarded only to students studying traditional subjects for their gender.

9. Are there equal numbers of males and females teaching vocational education courses in your district? What proportion of males and females are in administrative positions in vocational education in your district?
   0 Points if an equal number of males and females teach vocational education, there are some people teaching nontraditional subjects for their gender, and there are equal numbers of males and females in administrative positions.
   3 Points if there are an equal number of males and females teaching vocational education courses, and at least one vocational education administrator who is a different sex than all the rest.
   5 Points if none of the above is the case.

10. Do your vocational education courses have advisory groups? If so, what efforts are made to recruit parents of current vocational education students or persons who work in nontraditional areas for their gender to serve as members of these advisory groups?
   0 Points if many parents of current vocational education students are presently members of advisory groups for vocational education, particularly parents who work in a nontraditional occupation for their gender and parents of students who are studying a nontraditional occupation for their gender.
   5 Points if none of the above is the case.

SCORING THE INFORMAL CHECKLIST

0-10 Points	Congratulations. Your school district is making excellent progress toward the goal of achieving sex equity in vocational education.
11-20 points:	Although your district has not reached optimum levels in achieving sex equity in vocational education, you seem to be making an effort toward Title IX goals. Hopefully, this evaluation has assisted you in identifying additional areas of concentration.
21-35 points:	Although you have some distance to go to improve equity in vocational education, your district has at least achieved awareness of concepts in sex equity in vocational education. This is an important first step toward developing and implementing a plan to accomplish work toward sex equity in vocational education.
36+points	You have some serious work to be done. Begin by listing your strong points so you can build upon them and prepare a plan to remediate your weak areas.

NEW JERSEY SEX EQUITY LEADERSHIP COUNCIL
Session 1 - January 29, 1987
Agenda

I. Introduction

A. Leaders
   1. Rena M. Grasso, Ph.D., Director, Career Development Center for Women
   2. Harriet S. Lefkowith, Ed.D., Project Coordinator
   3. Diane M. Scarangella, M.A., Counselor

B. Participants (Name, Position, System)

C. Project SEC -- Funded by Carl Perkins Act
   1. To establish a statewide Leadership Council
   2. To provide sex equity and leadership training
   3. To develop a plan to increase recruitment and retention in non-traditional programs

D. Activity #1, Career Life Line

To introduce participants to each other and to an understanding of the facilitating and inhibiting effects which existing stereotypes and role expectations have on career choices. Participants break into small groups to discuss personal career history. Whole group comes back together to discuss results of small group discussion.

II. Sexism and Sex Equity

A. An historical and social overview of sexism, and sex-role stereotyping

B. Consequences

C. Definitions of sexism, sex-role stereotyping

D. Sex Equity issues in Vocational Education

LUNCH Film & Discussion: "Making Points"

III. Attitudes

A. MASSIVE, A Self-Administered Survey of Sex Stereotypes

B. Activity #2, Unconscious, Well-Intended Behaviours

Small groups create the longest possible list of unconscious, well-intended behaviour which could reinforce a stereotype. Groups should consider verbal and non-verbal behaviour and should include all school personnel - teachers, administrators, counselors, cafeteria workers, secretaries, parents, etc. The implications of well-intended unconscious behaviours upon career choice and self-image will be discussed.

IV. Your School System

A. Assessing your system -- school climate

B. Targeting areas of impact
1. Curriculum
2. Instructional Materials
3. Staffing Patterns
4. Athletics & Extracurricular activities
5. Resource availability, etc.

C. Homework Assignment - Using "Guidelines for Recruitment and Retention Assessment", conduct an overview of your system. View your system from the viewpoint of a student entering your system and from an administrative stance. List three areas that may be potential areas for intervention and explain why you chose these areas.

V. Summary

A. Review of Workshop

B. Committment to Future

C. Evaluation

NEW JERSEY SEX EQUITY LEADERSHIP
TRAINING WORKSHOP

MARCH 19, 1987

I. INTRODUCTION

A. Plan for the day
1. Change
2. The role of the change agent
3. Logistics

B. Review
1. SEC
a. Goals
1) develop cadre of leaders
2) conduct workshops on sex equity and leadership
3) develop plans to improve vocational equity
b. Issues
1) current achievement
2) commitment/priority
3) political structures
2. Project provides
a. resources
b. support
c. acts as process consultant
3. Meeting I

C. MASSIVE
1. Introduction
2. Completion
3. Results
4. Discussion

II. MAKING CHANGE

A. Assessing your system (Use guidelines)
1. Overview
2. Identified areas for change
3. Reasons for choice
4. Major barriers

B. Process of Change
1. Awareness
2. Commitment
3. Relationships
4. Diagnosis
5. Acquiring relevant resources
6. Choosing solutions
7. Implementation

C. Four Ways to Act as a Change Agent
   1. As catalyst
      a) prod and pressure system - question status quo
      b) need to be committed
      c) plan activities for maximum effectiveness
   2. As solution giver
      a) know solutions
      b) know when and where to offer them
      c) know how to help client adapt solutions to needs
   3. As process helper -- showing client
      a) how to recognize and define needs
      b) how to diagnose problems and set objectives
      c) how to acquire relevant resources
      d) how to select or create solutions
      e) how to adapt and install solutions
      f) how to evaluate solutions to determine if they satisfy needs
   4. As resource linker
      a) knowledge and skills in diagnosing and problem-solving
      b) formulating and adopting solution
      c) people as resources
   5. Defining your role
      a) know process of change
      b) know channels
      c) know points of leverage
      d) know the best times, places, circumstances
      e) decide how you will impact change

LUNCH

III. CHANGE (CONT'D)

A. Exercise - applying the process to your system
B. Leadership
   1. Best leaders exercise
   2. Characteristics of effective leadership
   3. Suggestions for Change Agents
      a) build a team
      b) build expertise
      c) be persistant
      d) know your adversary's point of view
      e) develop a sense of timing and act strategically
      f) let others share credit

NEW JERSEY SEX EQUITY LEADERSHIP COUNCIL
GUIDELINES FOR RECRUITMENT AND RETENTION ASSESSMENT

These questions are designed to be used as guidelines for assessing your system and will be used as a basis for your individual plans. Please review these questions both from the viewpoint of the student considering and entering the system and from an administrative stance.

1. What activities are used to recruit students into your system?

2. What outreach activities are conducted to educate the community about vocational education?

3. What promotional materials are used for recruitment?

4. Are females and males represented in non-traditional roles in your promotional materials?

5. Are females and males used as role-models your recruitment activities?

6. What are the criteria for admission into your school?

7. Is testing used for admission? Describe how is this testing used.

8. Are scholarships given to new students? What are the criteria for selection?

9. Are parents involved in the admissions process? How?

10. Are entering students given the opportunity to explore a variety of majors?

11. How are the exploratories structured? Who assists with the choice?

12. When do students select majors? Who assists with the choice?

13. What impact do exploratories have on choice of major?

14. Are students actively encouraged to select non-traditional majors? Who assists with this choice? Are students given tests?

15. What outside factors affect the choice of major?

16. Are support groups formed for non-traditional students?

17. Are follow-up studies done on non-traditional students? Are results available?

18. What kinds of career-related activities and programs are available to all students?

19. Has in-service sex equity training been provided for faculty? Administration? Counselors? Describe.

20. When faculty are evaluated are sex equity issues part of the evaluation criteria? (Disciplanary practices, amount and type of student/teacher interaction, seating arrangements, etc.)

21. Do faculty, administrators and staff hold non-traditional positions? Upon what criteria are staff assignments and hiring decisions made?

22. Are interviews conducted with students who have dropped non-traditional majors? What follow-up has been conducted?

23. Has the effects of sex role stereotyping been built into supplementary classroom materials?

24. Have texts been evaluated for sexism?

25. Have sex equity issues been built into school policy regarding curriculum content or are they delegated to individual faculty members?

26. How are coop and internship placements made? By whom are they made?

NEW JERSEY SEX EQUITY LEADERSHIP
TRAINING WORKSHOP
MAY 21, 1987

I Introduction
- A. Outline for workshop
  1. Developing plans for non-traditional recruitment and retention
  2. Implementing the plans
  3. Logistics

- B. Characteristics of non-traditional programs
  1. Goals endorsed by school officials
  2. Recruitment process that reaches all eligible students
  3. Open communication
  4. Early contact with potential students/parents
  5. Services that address student needs
  6. Programs that take initiative in identifying student needs and promoting available services

- C. Suggestions for change agents
  1. Build a team
  2. Build expertise
  3. Be persistant
  4. Know your adversary's point of view
  5. Develop a sense of timing and act strategically
  6. Let others share credit

II Developing Non-Traditional Plans
- A. Review guidelines
- B. Presentation of working plans (each member)
  1. Identify areas
  2. Detail process
  Describe evaluation/follow-up
- C. Individual critiques and troubleshooting

LUNCH

III Implemention of Plans
- A. Project SERVE - Lynn Gangone
- B. NJ VERC resources - Caroline Calogaro
- C. Performance Appraisal - Fred Felice
- D. Final plan due June 15, 1987

IV Year-end summary and evaluation - Project SEC
Elizabeth Stambolian, Equity Coordinator

NEW JERSEY STATE SEX EQUITY LEADERSHIP COUNCIL
GUIDELINES FOR VOCATIONAL EQUITY PLAN

STEP I - For each area you have identified, write an objective for vocational equity change. This can be completed by answering the following questions:

- What is to be changed?
- Who is going to change or be changed?
- How will they be changed?
- Where will the change occur?
- When will the change occur?
- Who are the additional change agents?
- What is the impact on the system?

The objective is:

STEP II - List the supports and barriers at work toward accomplishing this objective.

Supports Barriers

STEP III - What resources (knowledge, skills, money, people, etc.) will you need to meet the objective? How will the resources be used?

Resources	Use of Resources

STEP IV - List the steps and timeline needed to complete this objective.

Steps	Timeline	Personnel Responsible

STEP V - How will the objectives be evaluated and measured?

CHARACTERISTICS OF SUCCESSFUL NON-TRADITIONAL PROGRAMS

* PROGRAM GOALS ENDORSED BY SCHOOL OFFICIALS
  - POLICIES, PROCEDURES & FUNDING
  - ACTIVITIES/SERVICES CONSISTENT WITH GOALS

* RECRUITMENT PROCESS THAT IDENTIFIES/REACHES ALL ELIGIBLE STUDENTS

* CLOSER, MORE OPEN COMMUNICATION
  - BETWEEN VOCATIONAL & FEEDER SCHOOLS
  - BETWEEN SPECIFIC VOCATIONAL & FEEDER SCHOOL PERSONNEL

* EARLY CONTACT WITH POTENTIAL STUDENTS/PARENTS

* SERVICES THAT ADDRESS STUDENT NEEDS

* PROGRAMS THAT TAKE INITIATIVE IN IDENTIFYING STUDENT NEEDS & PROMOTING AVAILABLE SERVICES

NEW JERSEY SEX EQUITY LEADERSHIP COUNCIL

VOCATIONAL EQUITY PLANS 1987-1988

NAME _____

SCHOOL DISTRICT _____

ADDRESS _____

PHONE _____

Kindly list your vocational equity objectives.

1. _____
2. _____
3. _____
4. _____
5. _____

Kindly list any additional resources you might need to complete your plan.

1. _____
2. _____
3. _____
4. _____
5. _____